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ABSTRACT

This report was developed in response to a request from the Chairman of the General Subcommittee on Education of the House of Representatives Committee or Education and Labor for use in hearings on revisions of the 1968 Amendments to the Vocational Education Act of 1963. Background information regarding the distribution of the population in Kansas, socioeconomic trends, and the educational structure is given, followed by a detailed overview of vocational education in the state. in the overview, some items that are discussed are: (1) access to vocational education, (2) various programs and enrollments, (3) remedial programs, (4) administration of the program, (5) facilities, (6) finance, and (7) activities of the State Advisory Council. Abstracts of some major projects undertaken by the state division are presented, as well as a summary of administrative problems. Specific recommendations for change were that: (1) When adequate, overall matching of funds is maintained, the State should be allowed to pay for planning, research and development services solely with Federal monies, (2) Institutional manpower programs should be put under the jurisdiction of vocational education, and (3) Regulations for the reimbursement of excess costs for disadvantaged students should be clarified. (GEB)

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JUN 7 1971

VOCATIONAL EDUCATION ACTIVITIES

IN

KANSAS

1968 - 1970

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FOREWORD

This report briefly describes the changes and accomplishments in vocational education in Kansas since 1968. It has been compiled for use by the General Subcommittee on Education, Committee on Education and Labor of the U. S. House of Representatives in this Committee's hearings on revisions of the 1968 Amendments to the Vocational Education Act of 1963.

On February 1, 1971, Representative Roman C. Pucinski, Chairman of the General Subcommittee on Education, informed the Assistant Commissioner for Vocational Education in Kansas that he would be called as a witness at these hearings and requested detailed information on the administration of vocational education under the 1968 Amendments and especially the progress that had been made in research and in programs for the disadvantaged, the handicapped and the post-secondary students. In addition, information was requested on any administrative problems encountered and advice on proposed changes in the 1968 Amendments.

The information in this report is respectfully submitted in response to this request.

BACKGROUND INFORMATION

This section presents a brief overview of certain social and economic situations that prevail in Kansas and a description of the total educational structure within which vocational education must operate. A consideration of these items is important because they influence the philosophy and nature of the vocational education programs that evolved.

Distribution of the Population

The population of Kansas has grown slowly but steadily over the past decade. The rate of population growth over the past five years has been stable and about 7.5% per year. This is about half of the national average. The population in 1970 was approximately 2,250,000.

This population spread over a relatively large land area gives Kansas a comparatively low average population density. The Statistical Abstract for 1969 reports a state-wide average population density of 27.9 people per square mile. Approximately half of the counties report a population density of less than 10 persons per square mile.

There are three metropolitan centers that have populations in excess of 100,000. These are Kansas City, Kansas in Wyandotte County, Topeka in Shawnee County, and Wichita in Sedgwick County. Wyandotte County has the highest population density with 1,225 persons per square mile. Other counties with high population density are Sedgwick with 355 persons per square mile, Shawnee with 308

persons per square mile and Johnson with 455 persons per square mile. Seventy-six percent of the communities in Kansas report populations of 10,000 persons or less.

Socio-Economic Trends

The social and economic structure of Kansas has changed substantially in the past twenty-five years. Historically agriculture, mining, transportation and aero-space were major industries in the economy. All of these have experienced severe cut backs in employment.

As a result of the decline in mining, the nine southeast counties of Kansas have been included in the Ozarks Regional Commission as depressed areas and two of these nine counties have been designated by the U. S. Department of Commerce as economically depressed areas of high unemployment. While the overall rate of employment in Kansas has remained comparatively low, the U. S. Department of Labor has designated Wichita and Kansas City, Kansas, as areas of concentrated unemployment.

Agriculture remains a major industry within the State but the trend is to larger farms operated by fewer people. During the decade of the sixties, the number of farms in Kansas declined from 110,000 to 88,000 while the average number of acres per farm increased from 456 to 568. These larger farm units require more capital investment and more technical know-how to operate. The importance of agriculture in Kansas is evident in that beef production is the largest industry in the State and meat processing ranks second.

The decline in farm population has reduced the employment opportunities and caused an out-migration of young people from the rural areas. These changes in the socio-economic pattern of the State have caused concern among State leaders and has led to increased efforts to attract new industry particularly to the rural areas and smaller communities. As a contribution to this effort, the State Board of Education in November of 1970 authorized the Division of Vocational Education to set aside 5% of the regular program monies for vocational education to be used for the training of workers in new and emerging industries in Kansas.

The Educational Structure in Kansas

Education at all levels requires a substantial portion of the State's financial resources. In 1970, the Governor's requested budget allocated 368 million dollars for this purpose. This represents 41.1% of the State's total anticipated expenditures for 1970.

The educational system in Kansas includes three State supported universities and three State colleges. There is one municipal university at Topeka and 17 church supported colleges and universities throughout the State. These denominational schools tend to be small liberal arts colleges with an average enrollment of approximately 1,000 students. The 24 State and private colleges and universities in Kansas enrolled approximately 70,000 students in 1969.

There are 19 public community colleges, one Federal, and five church supported junior colleges in Kansas. Fifteen of these offered

one or more vocational programs in 1971. The total enrollment in these programs was 1,940 students. Five of these community colleges offer associate degree nursing programs.

There are 14 area vocational-technical schools that offer vocational education for both high school and post-secondary students. In 1970, these fourteen schools enrolled 8,774 high school students and 4,630 post-secondary students. Depending on the population of the attendance area, the number of programs offered in these schools varies from 11 to 38. The average number of programs is 17.

The Vocational Technical Institute, a division of the Kansas State College of Pittsburg, offers 10 programs in trade and industrial education, and the Kansas Technical Institute at Salina offers five high level engineering technology programs. Both of these institutions are for post-secondary students.

There are 311 unified school districts in Kansas. Of these, 188 offered 328 programs of vocational education for high school students in 1971. Agriculture and Home Economics predominates among these programs and reflects the rural nature of many of these high schools.

There has been substantial change in the education system of Kansas during the past ten years. During the first half of the decade, an extensive program of consolidation and unification was carried out to provide a sounder support base for the districts. This unification program reduced the number of districts from 1,848 to 311.

In 1969 a major revision of the State administrative agencies was implemented. Prior to this revision, vocational education was administered by a director working under an autonomous State Board

for Vocational Education appointed by the Governor. This revised structure integrated vocational education with the rest of the educational system. Vocational education became a division of the State Department of Education administered by an Assistant Commissioner for Vocational Education.

VOCATIONAL EDUCATION IN KANSAS

This section presents a summary of the vocational education activities in Kansas that are reasonably permanent and can normally be expected to continue from year to year with some modifications.

Access to Vocational Education

The problem of providing equal access to vocational education for all students is always difficult in states that have a relatively small population spread over a relatively large land area. In Kansas, this problem is especially critical at the secondary level.

In spite of diligent efforts to unify local districts, the low population density in some parts of the state still requires many high schools with comparatively small enrollment. Data reported by the Kansas State Department of Education on enrollments in public high schools are shown in Table 1.

TABLE 1

ENROLLMENT IN KANSAS HIGH SCHOOLS

STUDENT ENROLLMENT	NUMBER OF SCHOOLS
99 or less	99
100 - 199	113
200 - 299	57
300 - 499	53
500 - 799	25
800 - 999	7
1,000 - 1,999	23
2,000 or more	11

Source: Selected School Statistics, January 1971 - Kansas State Department of Education.

These data show that approximately one out of four public high schools in Kansas enrolls less than 100 students and approximately one out of two public high schools has less than 200 students. It is not economically feasible to provide much diversity of offerings through the traditional pattern of vocational education in schools of less than 200 students.

A partial answer has been the area vocational-technical school which can serve a combination of these small high schools, but many areas of the State are not yet included in a district of this type. A second approach has been the development of diversified or cooperative programs supervised by a local coordinator, but here again, the number of these programs at the present time, is not sufficient to meet the needs of all students. In 1971, 188 unified school districts offered one or more reimbursed vocational programs for secondary students.

Access to vocational education for post-secondary students is less complicated. There are 14 area vocational-technical schools and 15 junior colleges that offer vocational education for post-secondary students. In addition, post graduate students are served by a State supported two year technical institute and by special vocational programs in four of the State's six colleges and universities.

Secondary Enrollments in Vocational Education

Table 2 shows the enrollments in vocational education at the secondary level by fiscal years and service.

TABLE 2

SECONDARY ENROLLMENTS IN VOCATIONAL EDUCATION
BY SERVICE AND FISCAL YEARS

Service	FISCAL YEAR 1968 Enrollment	(1) %	1969 Enrollment	%	1970 Enrollment	%
Agriculture	6,854	27.6	7,030	26.3	7,551	23.9
Distribution	1,499	6.0	2,041	7.6	1,499	4.8
Health	(27)	(2)	(33)		(47)	
Home Economics	11,873	47.8	12,403	46.3	15,553	49.3
Office	1,790	7.2	2,218	8.3	2,917	9.2
Trade & Industrial	2,820	11.4	3,069	11.5	4,045	12.8
TOTALS	24,836	100.0	26,761	100.0	31,565	100.0

Source: State Department of Education Annual Reports to U. S. Office of Education.

(1) Percentage shown is the portion of total enrollment for the fiscal year in each service.

(2) Number of health occupations students in cooperative programs under T&I.

These data show a steady growth in total numbers with some fluctuation among the various services from year to year. Agriculture and homemaking tend to dominate the secondary enrollments. This probably reflects the rural nature of the many small high schools. Enrollments in health programs are low because most health occupations are not well adapted to high school students. It is the policy of the Division of Vocational Education to use health funds primarily at the post-secondary and adult levels.

Using the FY 1968 total enrollment as a base, the percentage increase in secondary enrollments in FY 1969 and FY 1970 are:

Fiscal Year	Total Enrollment	Numerical Increase	Percentage Increase
1968	24,836	-	Over FY 1968
1969	26,761	1,925	7.7
1970	31,565	6,729	27.1

Post-Secondary Enrollments in Vocational Education

The post-secondary enrollments in vocational education for fiscal years 1968, 1969 and 1970 are shown in Table 3.

TABLE 3

POST-SECONDARY ENROLLMENTS IN VOCATIONAL EDUCATION
BY SERVICE AND FISCAL YEARS

Service	FISCAL YEAR 1968 Enrollment	% (1)	1969 Enrollment	%	1970 Enrollment	%
Agriculture	95	3.1	104	2.6	416	7.9
Distribution	436	14.2	657	16.2	343	6.5
Health	352	11.5	555	13.7	485	9.3
Home Economics	14	0.5	3	0.1	6	0.1
Office	516	16.8	567	14.0	1,332	25.4
Trade & Industrial	1,652	53.9	2,161	53.4	2,667	50.8
TOTALS	3,065	100.0%	4,047	100.0%	5,249	100.0%

Source: State Department of Education Annual Reports to U. S. Office of Education.

(1) Percentage shown is portion of the total enrollment for the fiscal year in each service.

These data show a substantial growth in post-secondary enrollment since 1968. From a numerical standpoint, trade and industrial occupations tend to dominate the post-secondary enrollments, but in percentage growth, agriculture enrollments increased more than 400% and enrollments in office occupations increased more than 250% during the three year period.

Using the FY 1968 total enrollment as a base, the percentage growth in total enrollment of post-secondary students during FY 1969 and FY 1970 is:

Fiscal Year	Total Enrollment	Numerical Increase	Percentage Increase Over FY 1968
1968	3,065	-	-
1969	4,047	982	32.0
1970	5,249	2,184	71.2

Adult Enrollments in Vocational Education

Trade and industrial education predominates the adult enrollments with more than half of the students. Office occupations showed the largest percentage increase over the three years with the FY 1970 enrollment approximately 176% of the enrollment for FY 1968.

The data for FY 1970 are not comparable with those for the other two fiscal years. In FY 1968 and FY 1969, the number of enrollments were reported while the data for FY 1970 are an unduplicated number of individuals in the classes. The fact that there was any increase at all in FY 1970 after this change in reporting procedures, suggests that there was considerable growth in enrollments for that year.

Adult education classes are more flexible than those at the secondary and post-secondary level. Typically, these classes are organized for a specific purpose and can be discontinued when this need has been met. For this reason, enrollments tend to increase or decrease on the basis of funds available. The adult enrollments in vocational education for fiscal years 1968 through 1970 are shown in Table 4.

TABLE 4

ADULT ENROLLMENTS IN VOCATIONAL EDUCATION
BY SERVICE AND FISCAL YEARS

	FISCAL YEAR					
	1968		1969		1970	
Service	Enrollment	%(1)	Enrollment	%	Enrollment(2)	%
Agriculture	1,521	5.2	1,310	3.3	1,031	2.6
Distribution	5,625	19.1	5,621	14.2	6,221	15.6
Health	747	2.5	589	1.5	291	0.7
Home Economics	4,555	15.5	5,286	13.3	4,347	10.9
Office	2,016	6.9	2,786	7.0	5,572	13.9
Trade & Industrial	14,953	50.8	24,038	60.7	22,490	56.3
TOTALS	29,417	100.0	39,630	100.0	39,952	100.0

Source: State Department of Education Annual Reports to U. S. Office of Education.

(1) Percentage shown in the portion of total enrollment for the fiscal year in each service.
(2) Unduplicated count of individuals enrolled.

Enrollment of Selected Categories of Students

The 1968 Amendments to the Vocational Education Act of 1963 required that a certain percentage of the funds available be used to provide vocational education for selected categories of students. Of primary concern was the disadvantaged, the handicapped and minority groups. These are not distinct categories. There is much overlapping and the same student may legitimately be classified in two or more of these groups.

The State Plan for Vocational Education in Kansas defines disadvantaged persons as those who have academic or socio-economic disadvantages which prevent their success in a regular program without special help and encouragement. This includes persons whose need for such special help results from poverty, neglect, delinquency or cultural and linguistic isolation from the community at large. Examples of such persons are correctional institutions inmates, aged, migrant workers, drop-outs, juvenile delinquents and minority groups.

Handicapped persons are defined in the State Plan as those who have physical or mental deficiencies which prevents them from succeeding in a regular program without special education and related services. This includes such groups as the mentally retarded, the physically handicapped, the emotionally disturbed and those with special learning difficulties. State agencies such as the Division of Vocational Rehabilitation and the Special Education Section of the State Department of Education assist in identifying, testing and recruiting these persons into vocational education programs.

In general, the State has preferred to enroll disadvantaged and handicapped students in regular programs wherever possible. This is

done with the firm conviction that it provides a better social and educational situation for the student. Further, the small number of disadvantaged and handicapped throughout most of the State almost requires that these students be served on an individual basis. Special classes are possible only in the larger metropolitan centers.

A preliminary survey by the Division of Vocational Education shows that approximately 20% of the students enrolled in regular vocational programs are disadvantaged or handicapped. As long as this policy meets the needs of the disadvantaged and handicapped student, funds reserved for these students will be used to defray the excess costs to the local districts and to provide the remedial and special instruction necessary for them to remain in these regular classes. If this policy fails to meet the needs of the disadvantaged and handicapped, special programs will be promoted and funded.

The identification, recruitment and reporting of students in these special categories is the responsibility of the local educational agencies subject to a random check by the appropriate State supervisor. State and local agencies concerned with the disadvantaged and handicapped are consulted and assist in the development of educational curricula specifically designed for the needs of these persons.

The enrollment of selected categories of students is shown in Table 5.

TABLE 5

ENROLLMENT IN VOCATIONAL EDUCATION OF
SELECTED CATEGORIES OF STUDENTS
FY 1970

	Disadvantaged	Handicapped	Apprentices	Minority Groups	Total Enrollment (1)
Grades 7-12	4,508	2,353	-	2,202	31,565
Post-Secondary	607	317	-	403	5,249
Adult	3,481	854	1,248	1,651	39,952
Work Study	(124) (2)	(31)	-	(59)	(155)
Cooperative	(384)	(122)	-	(89)	(1,578)
TOTALS	8,596	3,524	1,248	4,256	76,766

Source: State Department of Education Annual Report to U. S. Office of Education.

(1) Total enrollment of all students in vocational education at this level or in this program.

(2) Numbers in parenthesis are students included in enrollments above and omitted from totals.

Several exemplary and two remedial reading programs are funded but no enrollments are available at this time because programs are not fully implemented.

Vocational Education in Special Schools

Two special post secondary schools in Kansas offer vocational education programs not directly related to the activities of the State Division of Vocational Education. No vocational funds are allocated to these schools, but the staff will act as consultants upon request.

Recently the Bureau of Indian Affairs reorganized the famed Haskell Indian Institute at Lawrence, Kansas into the American Indian Junior College. Vocational programs offered at this new junior college are:

Air Conditioning/Refrigeration	2 Programs
Auto Mechanics	5 Programs
Baking	1 Program

Carpentry	1 Program
Cooking	1 Program
Drafting	2 Programs
Electricity	1 Program
Electronics	2 Programs
Machine Shop	1 Program
Masonry	2 Programs
Meat Cutting	1 Program
Painting	6 Programs
Welding	1 Program

These vocational programs are fully supported by the Bureau of Indian Affairs.

The Kansas Technical Institute at Salina, Kansas offers high-level engineering technology programs for post graduate students. The Kansas Technical Institute enrolls 176 students in the following programs:

Aeronautical Technology
Mechanical Technology
Civil Engineering Technology
Computer Technology
Electronic Technology

This school is fully supported by the State of Kansas.

Vocational Education in Correctional Institutions

Regular vocational programs for inmates are offered in four state and one Federal correctional institution in Kansas. These regular programs are fully supported by the State or Federal governments and do not receive vocational education funds from the State Department of Education.

The staff of the Vocational Division assists these institutions through consultant services for planning curriculum and facilities and through assistance in the certification and training of teachers. These institutions and the number of programs offered are:

Institution	Age Level	Number of Programs
Girls' Industrial School Beloit, Kansas	Juvenile	2
Kansas State Industrial Reformatory Hutchinson, Kansas	Juvenile	20
Boys' Industrial School Topeka, Kansas	Juvenile	7
Kansas State Penitentiary Lansing, Kansas	Adult	10
U. S. Disciplinary Barracks Ft. Leavenworth, Kansas	Adult	26

In addition to these regular programs, the Manpower Development section of the Division of Vocational Education has been actively engaged since 1969, in the development of MDTA programs in correctional institutions. These programs are supported with MDTA funds available to the State.

Programs are in operation at the Kansas State Industrial Reformatory, Hutchinson, Kansas, The Kansas State Penitentiary, Lansing, Kansas and the Women's Annex of the Kansas State Penitentiary. At present, 392 persons are enrolled in these programs.

The programs at all three institutions include basic education, employability-work orientation and skill training in auto mechanic, machine operator, drafting, welding, general sales and general clerical.

Manpower Development Programs

Kansas offers vocational programs for both disadvantaged and unemployed adults under the Manpower Development and Training Act (MDTA) and the Work Incentive Program (WIN). These programs are coordinated by a supervisor and assistant supervisor in the Division of Vocational Education, State Department of Education.

Funding for these programs is 90% from Federal funds and 10% from State and local funds. In Kansas, these programs are a cooperative effort among the Division of Vocational Education, local or State schools and the appropriate agencies within the U. S. Department of Labor. Where military personnel is involved, the army is involved as a co-sponsor.

Manpower programs are designed specifically to meet the needs of disadvantaged, unemployed and welfare recipients. Typically, they are characterized by full time, intensive training over a relatively short period of time. When necessary, they include basic education and counseling to raise the individual's level of employability.

There are two MDTA skill centers in Kansas. These are located in metropolitan centers at Kansas City, Kansas, and Wichita and are operated in conjunction with an area vocational-technical school. In 1970-1971, MDTA programs were offered in 11 different educational units. These included eight area vocational-technical schools, one junior college, one unified school district and one State university. In the same year, WIN programs were offered in five different area vocational-technical schools. Table 6 shows the number of programs and number of trainees by service.

TABLE 6

NUMBER OF PROGRAMS AND TRAINEES IN VOCATIONAL EDUCATION PROGRAMS UNDER MANPOWER DEVELOPMENT
1970 - 1971

	MDTA		WIN	
Service	No. of Programs	No. of Trainees	No. of Programs	No. of Trainees
Agriculture	1	20		
Business Occupations	6	270	5	180
Health Occupations	4	238		
Home Economics	1	44		
Trade & Industrial	20	1,035	1	30
TOTALS	32	1,607	6	210

Remedial Programs in Manpower Development

Many disadvantaged persons have difficulty in securing employment because they are handicapped educationally. Some lack the basic skills in reading and mathematics required to succeed in a vocational program. Others are limited in their employment opportunities because they have failed to complete high school.

Vocational education for these disadvantaged persons must some times include basic education at the elementary level, counseling on how to obtain a high school diploma through the GED test and orientation to employability. Programs of this type operated under MDTA and WIN during 1970-71 are shown in Table 7.

TABLE 7

ENROLLMENT IN REMEDIAL PROGRAMS
UNDER MANPOWER DEVELOPMENT

Type of Program	MDTA		WIN	
	No. of Programs	No. of Trainees	No. of Programs	No. of Trainees
Integrated Basic Skills and Vocational Education	4	99	-	-
Basic Skills Only	5	815	5	495
Orientation to Work	-	-	2	185
TOTALS	9	914	7	680

Operation Transition

One of the unusual programs under MDTA was "Operation Transition" for military personnel. This program is designed to upgrade the employability of military personnel during the last six months of service and thus provide a smoother transition from military to civilian life. It is entirely voluntary on the part of both the serviceman and the State and local educational agencies. If a serviceman elects to enroll in

this program, he may receive counseling, testing, remedial education and job training tailored to his own particular situation.

"Operation Transition" was offered at two locations in Kansas. The Manhattan, Kansas, Area Vocational-Technical School which is adjacent to Fort Riley offered courses in four trade and Industrial areas and Automatic Data Processing. These courses were offered at Fort Riley and were administered by the Area Vocational-Technical School. There were 740 trainees involved.

A second "Operation Transition" was offered by the Leavenworth, Kansas Public School System for military personnel at Fort Leavenworth. In this program, trainees were fitted individually into the adult courses of the Leavenworth schools, and separate classes were not organized. Approximately 100 trainees were involved in these classes.

Instructional Staff

In FY 1970, there were 1,831 different individuals employed as vocational teachers in Kansas. Of this number, 807 were employed full-time and 1,024 were employed part-time. A breakdown by educational level is shown in Table 8.

TABLE 8

FULL-TIME AND PART-TIME TEACHERS BY EDUCATIONAL LEVEL

LEVEL	FULL-TIME	PART-TIME
Secondary	509	164
Post-Secondary	288	112
Adult	10	748

The distribution of teachers among the various services and types of assignment is shown in Table 9.

TABLE 9

NUMBER OF VOCATIONAL TEACHERS
BY SPECIALTY AND LEVELS
FY 1970

	Secondary		Post-Secondary		Adult	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
Cooperative	7	1	4			
Disadvantaged	6	24	3	10	1	3
Handicapped	3	11	3			
Agriculture	155	11	16			67
Distribution	39		20		1	52
Health			78			14
Comprehensive Homemaking	181	22				101
Vocational Homemaking	4	18				11
Office	50		41			166
Technical	11	2	62	12		60
Trade and Industry	53	122	61	95	8	287

Source: State Department of Education Annual Report to U. S. Office of Education - FY 1970.

The data shown in Table 9 are the number of assignments and not the number of different individuals involved. These data are not comparable with those shown above because a full-time teacher may also be a part-time teacher.

Two State colleges and one State university cooperate with the Division of Vocational Education to provide both pre-service and in-service education for teachers. The Division of Vocational Education participates in the development and evaluation of these programs and assists with partial support from vocational education funds. The institutions and the services involved are:

Agriculture	Kansas State University Manhattan, Kansas
Business Occupations	Kansas State Teachers College Emporia, Kansas
Home Economics	Kansas State University Manhattan, Kansas
	Kansas State Teachers College Emporia, Kansas
	Kansas State College Pittsburg, Kansas
Trade and Industrial Education	Kansas State College Pittsburg, Kansas

All of the occupational services except Health Occupations has a prescribed teacher training program, and the Supervisor of Health Occupations has expressed a desire to develop one in this area. Until recently, the number of teachers in health occupations was small and teacher training was achieved by assigning them to courses offered for the other services. The enrollment in pre-service and in-service teacher training by fiscal years is shown in Table 10.

TABLE 10

STATUS OF TEACHER TRAINING BY FISCAL YEARS

Fiscal Year	No. of Enrollees		No. Completing State Plan Requirements	
	Pre-Service	In-Service	Pre-Service	In-Service
1968	600	437	(1)	(1)
1969	596	499	125	32
1970	715	504	177	95

Source: State Department of Education Annual Reports to U. S. Office of Education

(1) These data not available for FY 1968.

In 1968, Kansas State University established a Department of Adult and Occupational Education as part of its School of Education. This Department will offer a doctorate in vocational education and will be a valuable source of supervisory and administrative personnel.

In addition to the pre-service and in-service education for teacher certification, a continuing program of in-service training activities is provided by the colleges and university and by the staff of the Division of Vocational Education. Each service supports an annual workshop and usually a series of seminars and forums as a way to keep in-service teachers abreast of new developments in their fields.

State Administration of Vocational Education

An organization chart for the Division of Vocational Education in Kansas is shown in Figure 1. The Division of Vocational Education is one of five educational divisions within the State Department of Education. It is administered by an Assistant Commissioner for Vocational Education who reports directly to the Commissioner of Education and is coordinate with the assistant commissioners who are in charge of the other four divisions.

Within the Division of Vocational Education are five service sections. These sections and their functions are:

Planning and Development Services. This section includes (1) research, (2) technical assistance, (3) certification of teachers and (4) development of the State plan.

This section at present, is not staffed due to insufficient funds and the functions of the Planning and Development section

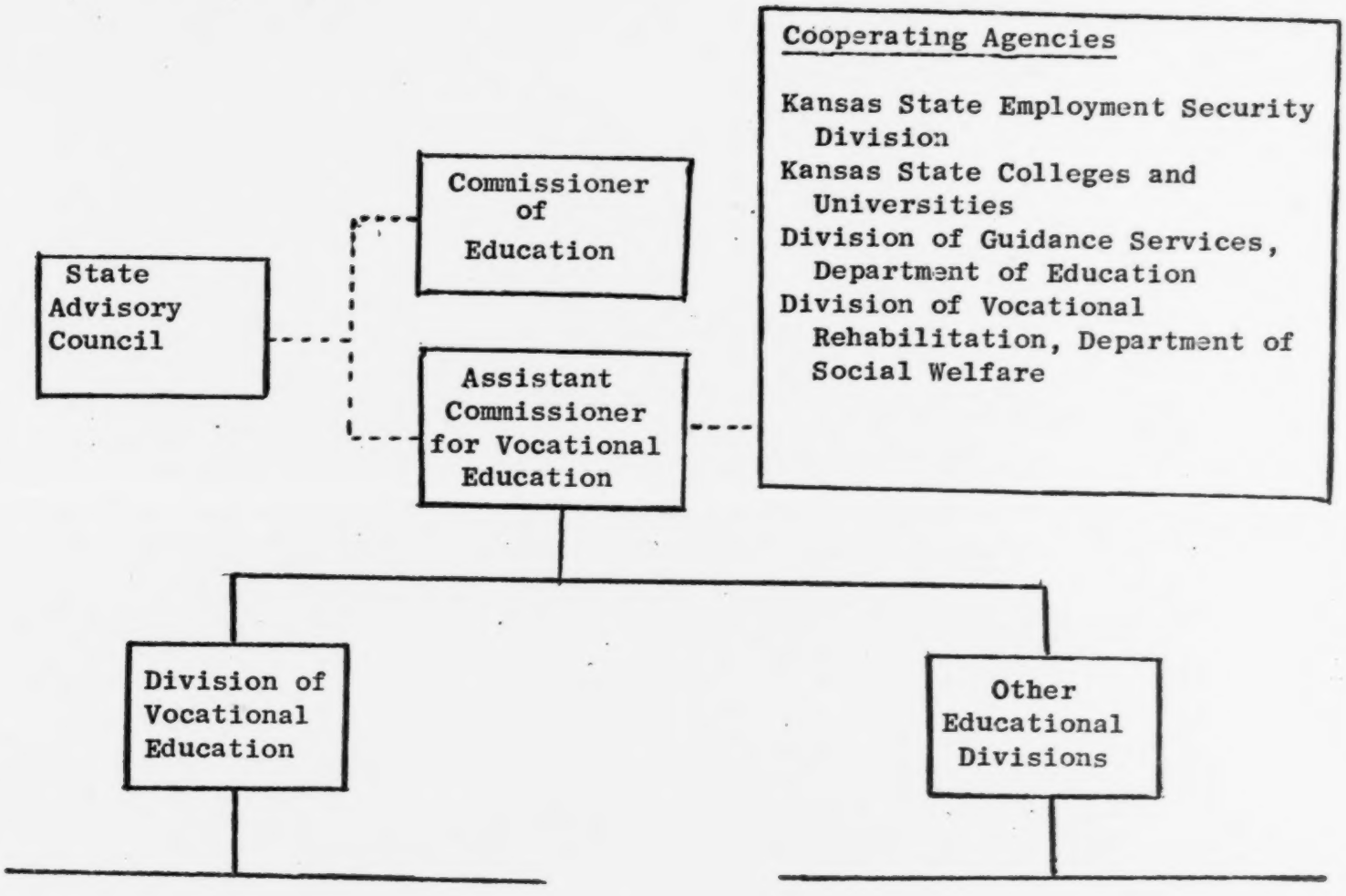
Cooperating Agencies
Kansas State Employment Security Division
Kansas State Colleges and Universities
Division of Guidance Services, Department of Education
Division of Vocational Rehabilitation, Department of Social Welfare
Commissioner of Education
State Advisory Council
Assistant Commissioner for Vocational Education
Division of Vocational Education
Other Educational Divisions
1. Planning & Development Services
2. Central Services
3. Occupational Services
4. Ancillary Services
5. Manpower Development Services
1. Division of Accreditation, Teacher Certification and Adult Education
2. Division of Central Administration
3. Division of Administration Services
4. Division of Instructional Services

FIGURE 1

ORGANIZATION OF THE DIVISION

OF VOCATIONAL EDUCATION

are distributed among other staff members. This handicaps the Division of Vocational Education in carrying out its responsibilities because only minimal effort can be devoted to these functions by staff personnel who already have full time assignments and because it results in a fragmented approach to the implementation of these responsibilities.

Central Services. This section has responsibility for (1) fiscal management, (2) the development and maintenance of records and reports, and (3) personnel.

Services. This section includes the supervisory staff in the five occupational areas of agriculture, business, consumer education and homemaking, health, and trades and industrial education.

Ancillary Services. Included here is the State level supervision of (1) area vocational-technical schools, (2) work study programs, (3) vocational counseling and guidance, (4) exemplary programs and (5) special needs programs.

Manpower Development Services. In this section are (1) Manpower Development and Training Act Programs, (2) Work Incentive Programs and (3) "Project Transition" Programs.

In addition to these sections within the Division of Vocational Education, the State Vocational Advisory Council functions as an autonomous agency under an executive director to study and evaluate vocational education throughout the State and to formulate recommendations to the Assistant Commissioner for Vocational Education and to the State Board of Education through the Commissioner.

Various State and Federal agencies cooperate with the Division of Vocational Education as advisors or as co-sponsors of special programs. Three colleges and universities cooperate in providing teacher training and in-service education programs. The Counseling and Guidance Section of the State Department of Education assists in the promotion of vocational guidance and in developing materials for use by vocational counselors. The Division of Vocational Rehabilitation cooperates to provide special assistance and programs for the handicapped.

The most serious problem in the administration of vocational education at the State level is the excessive work load carried by the Division of Vocational Education staff. During the 1966-67 school year, there were 20 professional and 14½ secreterial positions authorized. In 1970-71, there were 21 professional and 14 secreterial positions approved. There has been little increase in staff over the past five years although the work load has increased substantially.

Between FY 1968 and FY 1970, secondary enrollment increased 27.1% in vocational education; post-secondary enrollments increased 71.2% and adult enrollments increased approximately 36%. In addition, the requirements of the 1968 Amendments reserved special funds for certain categories of students. The identification of these students and the accounting procedures required for these special funds has greatly increased the work load of the staff members who process applications and compile reports from local districts.

Changes in Reimbursement Policies

Prior to 1970, reimbursement to local unified school districts was a flat amount for each full time teacher. Reimbursement to area vocational-technical schools was based on a flat percentage of the cost

of operation. This method ignored the differences among schools such as the relative ability to pay and the types of students served.

In 1970, reimbursement policies were changed so that the amount of money received by each district was based on a formula. Five factors are involved in this formula. These factors are (1) manpower needs, (2) vocational education needs of students, (3) relative ability of the local school district to pay, (4) excess costs of the program and (5) other special considerations. These factors are weighted by the Division of Vocational Education to reflect their relative importance in the allocation of vocational education funds.

Figure 2 is a copy of the rating form used to determine the rank of programs in local districts and subsequently the amount of reimbursement for each program. It shows the items to be considered in rating each factor. The rating from one to five multiplied by the weight established by the Division of Vocational Education gives the number of points for each factor. At present, the weight of these factors are:

Manpower Needs: Weighted 7, maximum points is 35.

Vocational Education Needs of Students: Weighted 4, maximum points is 20.

Relative Ability to Pay: Weighted 3, Maximum points is 15.

Excess Costs: Weighted 2, Maximum points is 10.

Other Considerations: In addition, points over and above those obtained from the formula may be earned by local districts which qualify in the following:

Economically depressed area	5 points
High drop-out or youth unemployment area	5 points
Excellency in program evaluation	10 points

	High				Low
	5	4	3	2	1

MANPOWER NEEDS AND JOB OPPORTUNITIES

Unemployment
Number of unfilled jobs in locality
Impact of program on local needs
Impact of program on State needs
Impact of program on regional needs
Impact on new and emerging job needs

VOCATIONAL EDUCATION NEEDS

Overall vocational education needs
Vocational needs of disadvantaged
Vocational education needs of handicapped
Post-secondary education needs
Impact of program on overall needs
Impact of program on needs of disadvantaged
Impact of program on needs of handicapped
Impact of program on post-secondary education needs

RELATIVE ABILITY TO PROVIDE RESOURCES

Taxable wealth per student
Available revenues per student
Location in economically depressed area
Location in areas of high unemployment
Percentage of vocational education levy set by the district

EXCESS COSTS

Excessive construction costs
Excessive wage costs
Excessive costs of equipment and supplies
Excessive maintenance costs
Excessive transportation costs
Other excessive costs (specify)

FIGURE 2

RATING FORM FOR VOCATIONAL EDUCATION PROGRAMS

The maximum number of points that can be earned by any program is 100. This includes a possible maximum of 80 from the formula and possible maximum of 20 from other considerations.

In computing reimbursement, each program within a specific classification is rated and the number of points earned is established. Next, the number of points earned by all programs within this classification is totaled. The reimbursement for a particular program is figured by dividing the number of points for the program by the total number of points for all programs in the same classification and multiplying this ratio by the amount of money available. For example, if the total number of points for a group of secondary programs is 8,000 and the amount of money available for reimbursement is $400,000, then a program with 85 points will receive:

$$85/8{,}000 \times \$400{,}000 = \$4{,}250$$

Programs of the area vocational-technical schools are evaluated in terms of these criteria but the Division of Vocational Education gives special consideration to these schools because of their limited financial resources. In addition to the reimbursement of programs, assistance is given to partially defray the cost of administration, counseling and other ancillary services. At present, reimbursement to area vocational-technical schools from State and Federal funds is approximately 45% of their operating costs. This figure varies from year to year depending on the amount of funds available.

Reimbursement for adult programs is set each year by the State Board of Education. It cannot exceed 50% of the hourly rate for instructors with a possible maximum of $5.00 per class hour.

Construction of Vocational Facilities

To the extent that funds are available, the State Division of Vocational Education has assisted local districts in the construction or alteration of vocational facilities. Kansas law prohibits the use of State funds for construction of local facilities. For this reason, construction funds available are approximately 50% Federal and 50% local monies. To date, all construction funds available have been used for area vocational technical schools.

Local districts submit an application for construction assistance and funds are allotted on a project basis after an evaluation of need. Construction projects which involve Federal funds must comply with Federal labor and equal opportunity standards and with Kansas law which requires competitive bidding on the construction of public buildings.

Table 11 summarizes the construction activities of the Division of Vocational Education for FY 1968 and FY 1969. No construction projects were funded in FY 1970 because of insufficient funds.

TABLE 11

DETAILS OF CONSTRUCTION PROJECTS BY FISCAL YEARS

	FISCAL YEAR	
	1968	1969
Construction of new schools	2*	0*
Non-instructional facilities (1)	3*	7*
Construction of new buildings at existing schools	2*	2*
Remodeling or alteration to existing buildings	3*	15*
Student capacity added	685	823
Classrooms added	67	24
Shops or laboratories added	31	23
Federal funds expended	$783,665	$195,250
Local funds expended	$889,737	$203,616

Source: State Department of Education Annual Reports to U. S. Office of Education.

(1) Includes site development, land acquisition, administrative facilities, etc.

* No. of Projects

Distribution of Vocational Education Funds

The estimated distribution of vocational education funds in Kansas in FY 1971 is shown in Table 12. These data are presented for purposes of illustration only. Obviously, the allocations for the different categories will increase or decrease from year to year as the needs for vocational education in Kansas change and the funds available from Federal, State and local sources vary.

TABLE 12

ESTIMATED DISTRIBUTION OF FUNDS
FOR STATE VOCATIONAL EDUCATION PROGRAMS
IN KANSAS FY - 1971

Type of Program - Part B	Total Funds	Federal Funds	State Funds	Local Funds
Secondary	$4,341,550	$1,010,530	$ 580,400	$2,750,620
Post-Secondary	3,400,840	865,500	815,025	1,720,315
Adult	840,467	250,050	140,057	450,360
Disadvantaged*	1,346,457	600,507	135,500	610,450
Handicapped*	800,676	400,338	None	400,338
Contracted Instruction	None	-	-	-
Guidance & Counseling	170,000	70,000	45,000	55,000
Construction-Area Vocational Schools	506,875	253,437	None	253,438
Ancillary Services				
Administration & Supervision	1,370,928	475,268	440,610	455,050
Evaluation	10,000	10,000	None	None
Teacher Training	206,233	42,750	57,103	106,380
Research & Demonstration Projects	None	-	-	-
Curriculum Development	25,000	25,000	None	None
TOTALS	$13,019,026	$4,003,380	$2,213,695	$6,801,951
Sec. 102(b) State Programs - Disadvantaged	220,944	$ 198,850	None	$ 22,094

* Amounts established for serving disadvantaged and handicapped students in special classes limited to disadvantaged or handicapped students only or where possible, in regular programs of vocational education.

TABLE 12 (CONTINUED)

Purpose	Total Funds	Federal Funds	State Funds	Local Funds
Part C				
Research	$ 28,511	$ 20,000	$ 8,511	None
Part D				
Exemplary Programs	125,457	125,457	None	None
Part E				
Residential (State)	D O E S N O T A P P L Y			
Part F				
Consumer & Homemaking Education	1,135,092	205,610	125,700	803,782
Part G				
Cooperative Programs	292,619	263,357	None	29,262
Part H				
Work-Study Programs	141,250	113,000	None	28,250

Source: Part III, Kansas State Plan, FY 1971

Activities of the State Advisory Council

The State Advisory Council for Vocational Education in Kansas was established in accordance with the requirements of the 1968 Amendments. The Council has 17 members appointed by the State Board of Education and is broadly representative of the State's leadership in labor, management, business, industry and education at all levels.

Although three positions were authorized for the staff of this Council, only two have been filled because of insufficient funds. The staff at present consists of an executive director and a secretary.

The 1968 Amendments charged the Council with the responsibility to "advise the State Board on the development of and policy matters arising in the administration of the State Plan ... including preparation of long range and annual program plans." The Council should also "evaluate vocational education programs, services and activities ... and publish and distribute the results thereof," and "prepare and submit to the State Board through the Commissioner and to the National Council, an

annual evaluation report ... which evaluates the effectiveness of vocational education programs, services and activities ... and recommends such changes in such programs, services and activities as may be warranted by the evaluation." The State Advisory Council in Kansas has accepted these responsibilities and has worked diligently to fulfill them.

The First Annual Evaluation Report. A major achievement of the State Advisory Council for Vocational Education was the completion of the First Annual Evaluation Report. In January, 1970, The Council employed Dr. Allen Lee of the Teaching Research Division of the Oregon System of Higher Education to conduct an evaluation of vocational education programs, services and activities in the State and to compile a report of this evaluation with recommendations for the improvement of vocational education in Kansas. The evaluation was completed on June 1, 1970 and the final evaluation report was submitted to the Advisory Council for approval in September of 1970. The results of the evaluation have been published and the distribution of the report is complete.

The study used a stratified sample of 100 out of the 583 vocational programs in the State. The schools to be studied were selected by lot within categories designed to obtain geographical distribution, variety in school size and equitable representation of the various types of vocational education programs.

Sixteen school districts were selected for the evaluation which involved two phases of activity in the district. These phases were:

1. Self Analysis. The teachers and administrators were asked to respond to questions posed by an evaluation instrument.

2. Community Reaction. The questions submitted to school personnel and their responses were submitted to a cross section of citizens in each community.

The information gathered in these two activities served as a major basis for the recommendations in the report. The deliberations of the community committees were chaired by staff members of the Kansas Department of Education and followed uniform, specified procedures.

In addition to the self analysis and the reactions of community committees, other sources of information used in the evaluation were:

1. Quantitative and statistical information obtained from various reports and State agencies.
2. Judgments of the contracting agency based on experience and observations.
3. Judgments of the Kansas State Advisory Council for Vocational Education based on experience and observation.

Seventeen strengths and 16 weaknesses in the vocational education programs of Kansas were identified. On the basis of this information, 22 recommendations for improvement were formulated and submitted to the State Board of Education.

Other Activities of the State Advisory Council. The Advisory Council becomes involved in a variety of activities related to vocational education. The following are some examples of these activities.

During the past year, various groups concerned with vocational education have requested formal meetings with the Council, to present

problems and to seek advice. Meetings have been held with representatives of the Kansas Engineering Society, the Junior College Advisory Council, and a review committee studying a proposed merger of the Kansas Technical Institute and the Salina Area Vocational-Technical School. The State Advisory Council for Guidance and the State Board of Nursing have requested meetings but no dates for these have been scheduled.

Because of concern that labor was inadequately represented on the State Advisory Council, a resolution was passed recommending that the State Board of Education appoint a representative from labor. The resolution was approved and the member appointed.

The State Advisory Council was active in promoting representation for vocational education on the Master Planning Commission for Education in Kansas and a member of the Council was appointed as a permanent member of the Commission. Other members of the Council served on advisory committees for exemplary programs and on a committee for the selection of nominees for the vocational education Leadership Development Program.

The Council gave consideration to the production of a film for television which would explain the function of vocational education and raise the image of vocational education throughout the State. After study, the project was not implemented because of insufficient funds. The Council did recommend to the State Board of Education that such a film should be produced and distributed to television stations as a public service type program.

Upon recommendation of the Council, the Executive Director and the Assistant Commissioner for Vocational Education requested the U. S. Office of Education to reconsider the requirements for approval of the

State Plan. The Council felt that a yearly updating of the plan was reasonable but that extensive rewriting on a yearly basis could be eliminated.

The Council considered the need for accessible funds to conduct training programs for new and emerging industries in Kansas and supported a recommendation to the State Board of Education that a portion of Part B vocational funds be reserved for this purpose. This recommendation has been adopted by the State Board of Education.

SPECIAL PROJECTS IN VOCATIONAL EDUCATION

This section includes abstracts of major projects for specific purposes. This is not intended to be a complete and exhaustive list. Rather, it is intended to show the scope of activities in which the Division of Vocational Education has been involved. Small projects handled on a day to day basis have been omitted. Further, this list does not reflect the many staff hours devoted to the study and evaluation of projects which could not be approved for a variety of reasons.

The projects listed are in varying stages of completion. All have been evaluated, approved and funded. Some have been completed and others are still in the process of implementation.

Projects for the Disadvantaged

ACTIVITIES IN CHILD DAY CARE CENTERS IN MODEL CITIES

The Home Economics staff of the Division of Vocational Education cooperates with the Model Cities Program in Wichita, Kansas, to provide instruction for high school girls and adults in child care centers.

The child care centers are located in the Wichita North High School and the Wichita South High School. High school girls in Home Economics classes are given instruction in child care and opportunities for actual experience with the children in the day care centers. Adult classes for mothers of children in the child care centers are also available.

Other activities include:

1. One teacher who works with pregnant teen-agers to help them with child care and high school subjects.

2. The Homemaker Assistant Program provides instruction for adults in child care and opportunities to observe in the day care centers.

3. A twelve hour adult class of six sessions is available. Units offered in this class include (1) overview of pre-school curriculum, (2) art and materials, (3) music for fun, (4) story telling, (5) demonstration of the Child Development Resource Loan Center and (6) nutritious and delicious snacks and lunches.

CONSUMER EDUCATION IN HOMEMAKING FOR THE DISADVANTAGED

This is a project of the Wichita Area Vocational-Technical School and involves a mobile unit designed to serve persons in the low economic areas of Wichita. The unit is equipped to provide education in nutrition, food management, family planning, and skills in general homemaking. Child care and early education activities are emphasized.

Because this project involves bringing education to people under controlled laboratory conditions, a concomitant objective is to compare various approaches to education to determine which is most effective with these disadvantaged people.

It is expected that 200 students and adults will participate in this project.

DESIGNING COMMUNITY-WIDE OCCUPATIONAL OPPORTUNITIES FOR THE DISADVANTAGED AND HANDICAPPED

This project is an eight-week workshop for educators and community leaders from five selected communities.

The purpose of this project is to design and implement an action program to improve vocational education for the disadvantaged and handicapped students in the selected school attendance areas. Those participating in the workshop will be divided into teams consisting of one administrator, two vocational teachers, one communications skills teacher and one community worker. These teams will function as a unit throughout the workshop.

The program includes regular course work and visits to exemplary programs in other cities. Curriculum development for the disadvantaged and handicapped and evaluation procedures are an integral part of the workshop.

This workshop will be offered at Kansas State University, Manhattan, Kansas.

DEVELOPING CURRICULUM MATERIALS AND TEACHING AIDES FOR DISADVANTAGED AND HANDICAPPED STUDENTS IN VOCATIONAL AGRICULTURE

This project will develop teaching materials and teaching aides to help vocational agriculture teachers work more effectively with disadvantaged and handicapped student.

The project will also identify the resources available to these students from counselors and special education teachers.

A cluster of 20 lesson plans and an outline of services available to disadvantaged and handicapped students from counselors and special education teachers will be produced. When these materials are approved by the Division of Vocational Education, they will be reproduced and disseminated to all vocational agriculture teachers in Kansas.

This project will be done at Kansas State University, Manhattan, Kansas.

IN-SERVICE EDUCATION PROGRAM FOR VOCATIONAL TEACHERS OF YOUTH WITH SPECIAL NEEDS

This will be a two-week summer workshop for 80 teachers from agriculture, home economics, business, trade and industrial health education.

The purpose of this workshop will be to:

1. Orient the teacher to the culture of the disadvantaged.

2. Develop a better appreciation by the teacher of the variety of life among the disadvantaged.

3. Introduce theories and concepts of the psychology of learning that apply to the disadvantaged.

4. Broaden the teacher's understanding in curriculum development for the disadvantaged.

One half of the time will be spent in skill development in the instructor's area of work.

This workshop will be held at Kansas State University, Manhattan, Kansas.

IN-SERVICE TEACHER EDUCATION FOR MACHINE SHOP TEACHERS

This was a 40-hour workshop designed to provide industrial education teachers with the basic skills and related information necessary to help them work more effectively with disadvantaged students. It brought together experiences from a variety of sources and focused these experiences on the special needs of disadvantaged youth. Fifteen teachers participated in this workshop. The workshop was held at Pittsburg State College, Pittsburg, Kansas.

In addition to skills in the area of their specialty, the following units pertaining to disadvantaged young people were included:

Occupational Exploration for the Disadvantaged
Mentally Disadvantaged and Therapy
Socio-Economic Problems of the Disadvantaged
Physically Handicapped and their Therapy
Disadvantages of Minority Groups
Industrial Education for the Disadvantaged
Job Placement for the Disadvantaged

THE NEW TOWN PROJECT

New Town is a 100-unit housing project located within the Seaman Unified School District on the Northern edge of Topeka, Kansas. This housing project is sponsored by the Unity School of Christianity, Lee's Summit, Missouri. The Unity School created the New Town

Communities, Inc., to serve as the mortgagor and to supervise the development and management of the project.

The purpose of the project was to provide safe, decent and sanitary housing for low income families. The project is unique in that half of the units are reserved for low income families elgible for rent supplements and half are available at regular market rates. This was a deliberate attempt to mix families of low income with those of moderate income. The units are one, two, three and four bedroom apartments. The residents are racially mixed and include persons with a wide range of ages, family circumstances, physical handicaps and educational achievement. The project was planned for a housing community rather than a housing project with considerable concern for the development of a desirable social environment as well as decent housing.

The Seaman area in which New Town is located, is primarily a white, upper-middle and lower-middle income community with a large percentage of families who own their own homes. The area is partially within the City of Topeka and partially in the county.

Three separate organizations provided services to the New Town residents and to the Seaman community at large. These organizations were:

The Day Care Center
The Home Management Center
The New Town Community Center

The Day Care Center and the Home Management Center were sponsored by the Home Economics Section of the Division of Vocational Education and supported from vocational education funds. The New Town Community Center was owned by the Unity School of Christianity and programmed and staffed by the Topeka Recreation Commission. The activities of these centers were:

Day Care Center

Full day care for 20 children between the ages of three and six. To assist working mothers, this service was available from 7:30 a.m to 5:30 p.m.

A half day class for 10 children of non-working mothers. This program consisted of pre-school experiences in science, art, stories, creative play, music and family play experiences. Both indoor and outdoor activities were provided.

Field trips to expand the child's knowledge of his world.

Health services to children in the housing project and the Seaman community. Included here were the services of the Shawnee County Well Child Clinic and the Food Supplement Program.

Parent-teacher communications through home visits and conferences to help the parents understand their children better and to provide for their children's needs.

Vocational Training for jobs involving an understanding of pre-school children and the skills required in a day care center.

The staff of the Day Care Center consisted of a credentialed home economist who served as director with the assistance of paraprofessionals.

Home Management Center

Home visits were made to each home by paraprofessional members of the staff. The purpose of these visits was to explain the program and to provide assistance upon request.

A newspaper was published every two weeks to provide communication among residents and to provide an outlet for people to express themselves.

Informal coffee meetings were held once a week for the residents of the Seaman community. Topics of discussion were needed programs and child care.

A clothing bank provided used items for the home and the family at low cost. Volunteers from the community organized and distributed these items.

Classes and workshops were developed around specific needs upon demand. Among the classes offered for adults were Food Preparation, Clothing Construction, Child Care, Growth and Development, Home Finance, Interior Decorating for Homes, Personality, and First Aid. Classes in Family Life Education were offered for teen-agers.

A clearing house was maintained for vocational guidance and occupational placement. Referrals were made to other agencies when appropriate.

The staff of the Home Management Center consisted of one credentialed home economist assisted by paraprofessionals. The Home Management Center was sponsored jointly by the Division of Vocational Education and the Seaman Unified School District.

New Town Community Center

This was a recreational program sponsored jointly by the Unity School for Christianity and the Topeka Recreation Commission. Four types of programs were offered for grade school children, junior and senior high school age, family programs for all ages, and adults.

A wide range of consultant services was available. The Menninger Foundation provided a part time psychiatric intern to assist families and children in the Day Care Center. Special education teachers were available through the Seaman Unified School District and the Division of Vocational Rehabilitation assisted handicapped persons with guidance and rehabilitation.

Community resources were widely used. The State Department of Education provided partial reimbursement for children's lunches in the Day Care Center, and the Office of Economic Opportunity provided salaries for elgible paraprofessional trainees. The Food Supplement Program of the Department of Health, the Well Child Clinic of the County Health Department and the Family Planning Clinic of North Topeka were all involved. In all, approximately 20 State and local agencies served in some capacity. In addition, many private citizens made donations to the programs.

As would be expected, the population of New Town varied as some residents left and new ones arrived. For this reason, any summary of characteristics is valid only for the date upon which it is compiled. As of January 13, 1971, the racial mixture of the residents in New Town was:

Race	Number of Families	Percentage
American Indian	3	6
Caucasian	37	65
Negro	17	29
Mexican-American	0	0
	57	100%

There were 162 children in New Town on this date ranging from infants to 18 years of age. There was an average of 2.8 children per family. Thirty-one of these families had only one parent in the home and 19 had both parents. Forty-seven of these families received rent supplements.

The New Town Project was considered highly successful in terms of improved attitudes held by the residents.

Police reports in a sample month indicated that New Town rated substantially lower in 15 out of 19 arrest categories when compared with other housing projects of comparable population. This was especially significant in police calls attributable to problems of individual adjustment.

The achievement of economic independence was another index used to assess desirable attitudes. On March 1, 1969, there were 22 families in this project on welfare. On January 1, 1970, this number had dropped to ten. This is estimated to have saved the State and county approximately $33,600 in welfare costs. The drop was especially sharp among one parent homes where the number on welfare went from a high of 18 down to 7. This is directly attributable to the establishment of the Day Care Center which freed mothers with dependent children to seek employment.

Repairs to housing dropped 68% in a two month period after the paraprofessional staff was increased to provide an adequate coverage on home visits. The purpose of these visits was to create community cohesiveness and to advise residents on home care.

A follow-up study of children in kindergarten showed that almost twice as many children who had been enrolled in the Day Care Center program, were rated as socially adjusted as the children who came from the community at large.

These and other less objective criteria indicated that the work done in this project was very successful in dealing with a complex and complicated situation.

THE OZARKS PROJECT FOR SOUTHEAST KANSAS

The nine counties in Southeast Kansas are included in the redevelopment area of the Ozarks Regional Commission. This area is characterized by consistently high unemployment and low personal income. The project is a cooperative effort of the Ozarks Regional Commission and the Division of Vocational Education. It operates from the Coffeyville, Kansas Area Vocational-Technical School.

The program has three mobile laboratories that are equipped to teach electricity, electronics and welding. These mobile laboratories can be assigned anywhere in the nine-county area upon request. The program is supervised by a coordinator but usually, the instructors are from the local school and skilled in the particular speciality involved. These laboratories are used for both high school and adult students. Because of the problems of moving and power supply, these laboratories are assigned to a particular location for a minimum of six weeks.

STATE-WIDE DISSEMINATION OF INFORMATION ON PROGRAMS FOR THE DISADVANTAGED AND HANDICAPPED

The purpose of this project is to disseminate information about programs for the disadvantaged and handicapped, to administrators, counselors, vocational education teachers and special education teachers throughout the State.

The medium for disseminating this information is a series of three tele-lectures of two hours each. These are to be used in 15 centers that will serve approximately 300 different schools.

The lectures will cover funding procedures, exemplary programs, legal aspects and other facets of the vocational education acts relating to programs for the disadvantaged and handicapped. Consultants will be used for special programs. A concomitant objective of this project

is the evaluation of the tele-lecture method as a means of disseminating this type of information.

This project will be done at Kansas State University, Manhattan, Kansas.

SUMMER VOCATIONAL PROGRAM IN AUTO MECHANICS FOR DISADVANTAGED YOUTH

This project will be done by the Central Kansas Area Vocational-Technical School at Newton, Kansas.

Twenty-five selected students, 15 to 17 years of age from disadvantaged homes will be enrolled in an eight-week vocational class for two hours per day. This class is designed specifically for disadvantaged students. The activities will include actual experiences in auto mechanic skills, general information on tools and safety, and the exploration of occupations in the automotive industry. Field trips and resource persons will be utilized as part of the class experiences.

TEACHER EDUCATION IN HEALTH OCCUPATIONS

This was a workshop for 20 disadvantaged students and 50 teachers from health occupations programs in Kansas. The group met from 8:30 a.m. to 8:30 p.m. for four and one-half days.

The purpose of this workshop was to help alleviate the high attrition rate among students and faculty in the health occupations programs. Approximately 20% of the students in practical nursing for example, are admitted under either MDTA or WIN sponsorship. The attrition rate is substantially higher among these students than among others. It was hoped that interaction between disadvantaged students and teachers in a group situation would promote better understanding of the problems and culture of the disadvantaged and improve the teacher's skills in working with these students. A consultant in nursing education was employed as a group leader.

The students selected for this workshop were enrolled in approved health occupations educational programs in Kansas. All of them were under either MDTA or WIN except for those selected from two-year associate nursing, dental hygienist and medical records technician programs.

THE TRADES PROGRAM

This is a program for students with special needs operated by the Lawrence, Kansas, Public Schools. It enrolls students with a broad spectrum of special needs and a corresponding variety of problems. At present, 71 of these students are enrolled.

This program combines instruction in basic general education and occupational education designed to make the student employable. Emphasis

in this portion of the program is on individual skills, mathematics and reading. Assignments are flexible and students move through the program according to their own abilities.

Placement and follow-up is achieved through a cooperative diversified occupations program in which the students are placed in a work situation under the supervision of a local coordinator. The program is misnamed in that a wide variety of occupations other than trades are available to the student.

WORK-STUDY AND VOCATIONAL EXPLORATION FOR THE DISADVANTAGED

This program was operated by the Manhattan, Kansas, Area Vocationa-Technical School. It provided an opportunity for 59 disadvantaged young people between the ages of 15 and 21 years of age, to explore various vocational fields. Fifty-two of the 59 completed the program.

Each student selected three areas of interest from the fields of electronics, electricity, printing, auto mechanics, power mechanics, drafting, office procedures, retailing and data processing. The student spent one week in each of the selected areas to assess his interest in the occupation. Classes were held at a maximum of eight students to provide individualized instruction.

During the afternoon, students worked in various public agencies. They were involved in actual work situations and were supervised by an on-the-job training supervisor. The coordinator visited the home of each student enrolled to build parent support for the program.

During the last week of the program, students were scheduled in small groups for "debriefing sessions." At these sessions, there was open discussion of such topics as employer-employee relations, co-worker relations, employability training and a group discussion of how the summer's experience had helped the student. Information on how to complete job applications was provided.

Each student was rated by his on-the-job supervisor. Each student rated himself on the same rating form and compared his self-evaluation with that of the supervisor. Surprisingly, supervisors rated students higher than the students rated themselves.

Projects for the Handicapped

DEVELOPMENT OF EDUCATIONAL MATERIALS FOR READING AND MATHEMATICS RELATED TO VOCATIONAL CLASS WORK

This project is sponsored by the Liberal, Kansas, Area Vocational-Technical School but will be performed by the Dorsett Company of Norman, Oklahoma, under a subcontract.

The purpose of the project is to develop a stated number of individualized learning programs in two areas of vocational education. Each program will have appropriate performance tests and evaluation materials. When completed, these programs will be available to other schools and states.

The subcontract for this project will require 10 programs in two areas of vocational education and 1,000 of the student-performance tests.

DEVELOPMENT OF VOCATIONAL EDUCATION AND SPECIAL SERVICES FOR THE HEARING IMPAIRED

This project is a planning grant to the Johnson County Community College. Three phases are planned for this project over a three-year period.

Phase I will identify needs, determine the feasibility of a local program designed to meet these needs and the development of a comprehensive plan for the total program.

Phase II will develop integrated pilot courses, special services, in-service education and field testing.

Phase III will implement the total program and initiate the transition from experimental to operational status.

At present, this project is in Phase I. The implementation of Phase II and Phase III will depend on the outcome of Phase I.

An advisory committee of regional educators, members of the hearing impaired community, hearing specialists and experts in rehabilitation was appointed and involved in all aspects of planning.

An objective of this program is to develop close working relations with State and local agencies concerned with the hearing impaired and to promote the in-service education of employers and potential employers to improve the attitudes of management toward these handicapped students.

A counseling and guidance program to fit the special needs of the hearing impaired will be developed through a cooperative psychological center. This center will provide social, clinical and vocational counseling for all hearing impaired persons throughout the community.

A LEARNING SKILLS CENTER FOR VOCATIONAL STUDENTS

This is a project of the Northwest Kansas Area Vocational-Technical School, Goodland, Kansas. It is designed to improve the reading and mathematics ability of the high school, post high school and adult students in the Area Vocational-Technical School. A survey of student

characteristics in this school indicated that a substantial number of students in vocational classes were handicapped by a low proficiency in reading and mathematics and that remedial and corrective measures were necessary to permit these students to succeed in an occupation.

The identification of these handicapped students is achieved by an extensive evaluation program using standardized tests and a review of previously accumulated student records. The diagnosis of their problems is accomplished by a special education teacher and in some of the more complex cases, by professional and medical personnel.

The method of instruction is primarily by teaching machines designed specifically for remedial work in reading and mathematics. Students start at their own level and proceed at their own speed. Instruction is largely on an individual basis. The staff includes a special education teacher, a half-time vocational guidance counselor and two teacher aides. The stated goal of the program is to raise the reading skills of 75% of the students by at least two grade levels.

LEARNING SKILLS LABORATORY FOR VOCATIONAL STUDENTS

This skills laboratory is operated by the Liberal, Kansas, Area Vocational-Technical School. The purpose of the laboratory is to upgrade the basic skills in reading and mathematics for educationally handicapped students. The administration and faculty of the Area School have identified approximately 30% of the students as being below normal ability in either reading or mathematics. This low level of achievement handicaps these students in acquiring the necessary skills for successful employment.

In the reading program, a special reading teacher is employed part time at the Area School to offer specialized instruction to high school and post high school students who are reading two or more years below their normal grade placement. A Vocational-Technical Reading Skills Training Laboratory manufactured by Psychotechnics, Inc., is available. Students are scheduled into the reading center for one hour per day, three days per week for thirty-six weeks.

In the mathematics program, a special teacher is employed part time at the Area School to upgrade the mathematics ability of high school and post high school students who are below normal in this area. The instruction covers addition, substraction, division and multiplication of whole numbers, decimals and fractions. Students are scheduled into the mathematics program for one hour per day, two days per week for thirty-six weeks.

Evaluation of the student's progress is achieved by pre-enrollment and post-enrollment scores on a standardized test.

PLANNING VOCATIONAL EDUCATION FOR THE EMOTIONALLY DISTURBED IN AN INSTITUTIONAL SETTING

This is a planning project at the Topeka State Hospital, Topeka, Kansas. This is a large, State-supported hospital for the emotionally disturbed. Within the hospital is the Capital City High School which is a cooperative school sponsored by the Topeka Public Schools, Topeka, Kansas, and the Topeka State Hospital. In 1970, the mean age of patients in this hospital was 29.2 years and 59% of the population was below 34 years of age.

The plan proposes a model that will integrate the resources of various State agencies concerned with the training and rehabilitation of disadvantaged young people. These agencies are the Division of Vocational Education and the Special Education Section of the Kansas State Department of Education, the Division of Vocational Rehabilitation, Department of Social Welfare and the Topeka State Hospital. The contributions of each agency will be defined within the limits of the agencies' potential and operating guidelines.

Because the students in this hospital are emotionally handicapped, a great deal of attention must be given to guidance and personality assessment. The student's ability to adjust to a work situation is an important criterion for enrollment in this program.

In this program, the student moves through five steps. These are:

Exploration and Evaluation. A structured two-to four-week exploration period gives the student an opportunity to explore various occupations, and at the same time, gives the staff an opportunity to evaluate the student and assess his potential in a program of this type.

Course Sequences. After completion of the first phase, students are scheduled into specific courses in vocational education. These courses include both class work and laboratory experiences.

Occupational Exploration. This is an on-the-job training phase which is implemented as soon as the student has demonstrated his ability to adjust to the work situation and has achieved sufficient vocational and general education skills to make him employable. This is essentially a work-study situation under the supervision of the hospital.

Permanent Placement. When the student has adjusted to the work situation and to the community, he is considered for placement in a permanent job.

Follow-up. The vocational education staff of the Topeka State Hospital will conduct a follow-up of each student to determine his success on the job and to help resolve any problems that he may encounter.

A SPECIAL VOCATIONAL EDUCATION PROGRAM FOR THE HANDICAPPED

This is a planning project submitted by the Salina, Kansas, Area Vocational-Technical School.

This planning is preliminary to the implementation of a vocational program for the handicapped in the fall of 1971. The proposal includes the:

Employment of a project director
Evaluation of facilities and equipment
Identification of students to be served
Development of program objectives
Development of instructional methods
Staff requirements
Development of estimated costs

This is a cooperative project. Planning will be done in cooperation with the Division of Vocational Rehabilitation Center, the Special Education Cooperative, the Self-Help Corporation of the Department of Social Welfare and the Salina Area Vocational-Technical School. Consultants will be utilized as needed.

VOCATIONAL EXPLORATION AND WORK STUDY TO DEVELOP POSITIVE WORK ATTITUDES FOR POTENTIAL DROP-OUTS

This is a joint proposal from four area vocational-technical schools at Manhattan, Liberal, Salina and Topeka, Kansas.

These will be 8-week summer programs. They are designed for 48 students from each area vocational-technical school. These students are all potential drop-outs, 15 to 17 years of age and come from families with a potential income of $3,500 per year or less.

The programs consist of a two hour per day session to explore four areas of vocational education through laboratory work, field trips and resource persons. The student will spend three hours a day in a work situation under the Work-Study Program. Students must work in a public agency and 80% of the student's wages will be paid from approved funds.

The purpose of these programs is to develop positive work attitudes. The work done in the work-study portion may not relate to the vocational class work. A local coordinator provides assistance for the students and their work supervisors.

Exemplary Programs

CAREER DEVELOPMENT ACTIVITIES - GRADES KINDERGARTEN - SIXTH

This is an exemplary program developed by the Liberal, Kansas, Public Schools. It is designed to develop occupational awareness on the part of elementary school children.

The objectives of this program are:

1. To create an awareness of the employment available in the Liberal area.

2. To develop an awareness of adults as working people.

3. To help children develop a realistic picture of themselves in relation to the world of work.

4. To establish the worth of all types and levels of employment and to develop an appreciation for the different kinds of work.

5. To appreciate the interdependency of various occupations.

6. To learn about new and unfamiliar occupations.

7. To be aware that occupations have changed and will continue to change.

8. To develop a vocabulary of work terms.

9. To utilize the techniques of simulation, gaming, role-playing, decision making, and dramatics in designing the learning experiences.

The project is designed to identify occupational information and to integrate this information into the curricula of art, reading, social studies, mathematics and science. Students interview adults in the community and resource persons are brought into the classroom. Field trips are utilized and students are urged to observe adults in work situations as they move about the community. Three levels of the project have been organized for K-3, 4-5, and 6th grades.

AN EXEMPLARY PROGRAM IN OCCUPATIONAL EDUCATION IN TYPICAL KANSAS RURAL, RURAL-URBAN AND URBAN SCHOOL SETTINGS

This is an exemplary program designed by the Kansas State Department of Education in cooperation with three selected school districts in Kansas.

The purpose of this project is to bridge the gap at the upper elementary and junior high school level, between the school instructional program and work. The instructional program in conjunction with the guidance department provides the latest educational and occupational information needed to assist the student to plan a realistic high school program.

This program is intended as a model to promote and evaluate pilot courses. If these pilot studies are successful, the program can be expanded to other schools in the State.

The stated objectives of this program are:

1. To provide occupational orientation for elementary and secondary school students.

2. To increase student awareness of occupations and careers and to provide the required skills and attitudes requisite to careers in such occupations.

3. To provide actual work experiences in a wide variety of occupational areas.

4. To provide specific skill training for students including those not previously enrolled in vocational programs and those students who may leave school before graduation.

5. To provide guidance and counseling for students to assist in career selection and job placement.

6. To develop curriculum options in vocational education for state-wide use.

7. To utilize community resources, including other agencies and industries, as well as all school personnel to cooperatively develop occupational education in elementary and secondary schools.

The exemplary program for occupational education will be administered through the State Department of Education by a designated supervisor in the Division of Vocational Education. The State Advisory Committee for exemplary programs will consist of five members selected from the membership of the existing State Advisory Council for Vocational Education.

The local director of the program will be responsible for the coordination of the programs and for their supervision. Through a contractual arrangement, the functions of in-service teacher training; teacher workshops; evaluation procedures, curriculum direction and collection of information regarding useable results of the programs will be performed by Kansas State University.

The State director will be responsible for the State-wide dissemination of information, both in the form of written publications and of a workshop nature, concerning exemplary programs. The Advisory Committee and Kansas State University will work together with the program director in the operation of the exemplary programs.

Each local exemplary program will have an advisory committee to assist the local program director develop an exemplary program to fit the needs of the community.

This proposal for an exemplary program in occupational education will be operated in three school settings representing rural, rural-urban and urban areas. Each center will carry out their program to meet the general

objectives set forth in this proposal but in a manner adapted to the local school and community. The three settings selected for the programs are Clay Center, Lawrence and Kansas City, Kansas. Clay Center represents a school in a rural setting with an enrollment of 1,900 students in a town of less than 4,000 population; Lawrence represents the rural-urban setting with 7,000 students and a city of 31,000 population; and Wichita the urban setting with a school enrollment of 67,000 and a city population of 280,000.

The reason for selecting schools within these three population ranges was to produce exemplary programs that could be duplicated in similar school systems in the State. Each of the three centers selected has made efforts to conduct a type of occupational program and each school is financially capable and philosophically oriented to carry out the program after the Federal support is withdrawn. Each school asked for assistance in an advisory capacity from the State Department to develop such a program.

The exemplary programs will have four phases. These are: (1) orientation, (2) exploration, (3) occupational experiences, and (4) placement and follow-up.

A Task Force will be organized in each exemplary program center to provide the nucleus for project activities. A program of in-service training will be developed through a contractual arrangement with Kansas State University for the orientation of teachers and guidance personnel of the Task Force. An intensive program of occupational orientation, job sampling and work exposure activities will be conducted in sequence throughout the levels of the schools. Occupational orientation for elementary students will be accomplished through the use of field trips, resource persons, and through a coordinated effort of the three programs. Extensive use of video tapes, film strips and films produced for this specific purpose will be used. Local advisory committees will be used to enlist community assistance. A resource center for career information will be established and equipped in the schools to serve the staff and the school population.

The occupational exploration phase of the program will be carried out at the upper elementary level and will consist of a work-study program for some students, the development of a "corporation" within the school, with the expansion and diversification of existing related programs, the use of mobile type units to provide "activity centers" for skill exposure for students in outlying schools, and the use of summer supervised work experience programs for students.

The occupational experiences will be provided by expanded uses of on-the-job experiences and cooperative work education programs. Opportunities for skill development will be afforded through specific vocational training programs in the high schools.

An intensive program in counseling and guidance will be developed throughout the program and special emphasis on in-service training for personnel on the task force.

The placement and follow-up phase will be done by the guidance and counseling departments in cooperation with local employment agencies and the local advisory council. The supervision of students in their transition from school to work will be a part of this phase of the project.

Research Projects

KANSAS VOCATIONAL INFORMATION FOR EDUCATION AND WORK

This project will provide vocational guidance information adapted to a specific locality, to elementary, secondary, and post-secondary students and their parents. A new system for the dissemination of occupational information known as Vocational Information for Education and Work will be used.

This system uses a deck of IBM cards so designed that four pages of microfilmed information can be mounted on each card. When the student selects a vocational area for exploration, he places the appropriate card in a reader and scans the four pages of information pertaining to the selected occupation. If the information is of interest to the student, a quick, full page print-out of any or all of the pages can be made. This print-out can be used by the student in consultation with his parents, counselors and teachers. It is not intended that this system will replace counselors. Experience has shown that it is an effective extension of their on-going guidance program.

The card system has many advantages over other types of media for the dissemination of occupational information. It can be easily updated and filed and can be key punched for sorting by occupational characteristics such as attitudes required, entry skills needed, licensing requirements and training opportunities. This key punching by variables greatly extends the flexibility of the system.

This microfilm card becomes a master card to be duplicated on a card Dupli-Printer. This provides card decks in quantity for distribution to schools. The final vehicle for presenting the information to the student is the Reader-Printer. This machine has a large screen upon which the information about a particular occupation can be projected.

This project will be implemented in four separate phases. The first phase will develop information specifically for the disadvantaged and handicapped student. Phase two will develop information for trade and industrial, technical and agricultural occupations and phase three will provide information on distributive, office, health and home economics occupations. The fourth phase will be devoted to evaluation and updating the information. Phase one is essentially completed at present.

A part of this project is an extensive series of workshops with local school personnel to explain and demonstrate the system. The acceptance of this system by counselors and teachers for use in their own schools will be an important factor in the success of the project.

MANPOWER PLANNING AND GUIDANCE STUDY

This study was done by Dr. Robert E. Scott, Kansas State College, Pittsburg, Kansas, under a grant from the Division of Vocational Education. The purpose of this study was to develop a system for determining vocational education needs based on manpower requirements in the State.

The study was divided into two separate parts. The first part was concerned with the projection and estimates of manpower needed in Kansas by 1975. Part two dealt with the total output of preparatory occupational education programs to meet the projected manpower needs. The basic method used in this study was the "In-put-out-put Technique" developed by the Pennsylvania Department of Public Instruction. Sixty-four occupations selected from the Dictionary of Occupational Titles were used.

The base figures for employment used in Part I are the official 1960 census data published by the U. S. Department of Commerce. These data were adjusted for 1975 by a method presented in the U. S. Bureau of Labor Statistics publication entitled Tomorrow's Manpower Needs. This method was based on an occupational matrix which reflected changes through 1975, caused by influence of economic, technological and demographic developments on manpower needs. In essence, the data developed in Part I represented the level of employment expected in each of the selected occupations in 1975.

Annual demand was based on a straight line projection using the data developed in Part I. The difference between the 1960 census data and the projected employment for 1975 represented the employment growth. This growth was adjusted by an attrition rate computed for each of the 64 selected occupations. The adjusted growth minus the input from the occupational education programs was the net number of job openings to be filled.

In Part II, a wide range of institutions offering occupational training for first time entrants into skilled occupations in the labor market were identified and surveyed. The coverage of these institutions was extensive and included both public and private schools and State and Federal agencies concerned with manpower training.

A COMPUTERIZED STATE-WIDE FOLLOW-UP SYSTEM

The purpose of this project is to develop a State-wide, computerized follow-up system for vocational-technical graduates in Kansas. This system will use the information banks of the Kansas Income Tax Service and the U. S. Internal Revenue Service. A concomitant purpose is to test the feasibility of using a random sample of graduates as an alternate to the traditional "every pupil" survey. The project will be done by the Kansas State Teachers College, Emporia, Kansas.

The project is planned in three phases. The Developmental Phase will develop the system and devise tentative procedures. The Pilot Phase will test the usability of the system in selected school districts throughout the State. The selected schools will be asked to furnish specific information about students in the random sample. The evaluation of the system will be made by processing these data through the information banks of the appropriate tax services. The Dissemination Phase will orient and train vocational-technical personnel throughout the State, on the value and use of the computerized follow-up system. Training materials and information sheets will be developed and used in a series of training and orientation sessions.

A project committee is used to help plan and evaluate the project at all stages of its development.

Projects for Staff Development

CAREER DEVELOPMENT WORKSHOP

This was a three and one-half day workshop developed by the Counseling and Guidance Section of the State Department of Education and funded by the Division of Vocational Education. The purpose of this workshop was to provide counselors throughout the State with the latest information on philosophy, practices and resources for career development.

The workshop was coordinated by Dr. E. G. Kennedy, Chairman of the Department of Psychology and Counselor Education, Kansas State College, Pittsburg, Kansas. Outstanding counselor educators were selected for consultants and resource persons. Approximately 65 counselors participated.

The workshop emphasized the State and local resources available to counselors and the topics for discussion reflect this emphasis. Areas of discussion were:

Career Counseling Today
Vocational and Technical Program Information for use in Counseling High School Youth
Organized Training Facilities Related Directly to Recent Federal Legislation

The Employment Service as a Resource for Career Counseling
Division of Vocational Rehabilitation as a Resource for Counselors
The Local Chamber of Commerce as a Resource for Counselors,
Counselor Attitudes and Career Counseling

LEADERSHIP DEVELOPMENT SEMINAR

This was a three-day seminar sponsored by the Division of Vocational Education, State Department of Education and held at the Ramada Inn, Manhattan, Kansas. The participants were the staff of the Division of Vocational Education, consultants from the U. S. Office of Education, selected local administrators and teachers and faculty members from the Kansas State University, Manhattan, Kansas.

The program consisted of presentations by local administrators and teachers as to how they perceived the role of the State supervisor followed by reaction panels of supervisors to assess how well they fitted this role. Another part of the program was exploration into ways that vocational education could serve the disadvantaged and handicapped and the role of the State Advisory Council.

LEADERSHIP DEVELOPMENT FOR VOCATIONAL EDUCATION PERSONNEL

This project will be carried out by the Division of Vocational Education in cooperation with Kansas State University, Manhattan, Kansas. It is supported by the U. S. Office of Education with a grant from the Education Professions Development Act appropriations.

The project proposes to study and design a State system of professional development and leadership for vocational education in Kansas. Specifically, some of the goals to be achieved are:

1. The establishment of priorities and a system for coordinating vocational-technical teacher education at the State level.

2. An evaluation of the organization and functions of the State staff.

3. An educational program to improve the local school administrator's understanding of his authority and responsibility in vocational education.

4. Recommendations and justification for a realigned administrative structure which will facilitate the establishment of new programs and improve the quality of administration for all vocational education in the State.

5. To study the services required for the Division of Vocational Education to adequately carry out its responsibilities and to identify areas of deficiency. Recommendations and justification will be developed for correcting these deficiencies. Possible areas of deficiency to be studied are (1) teacher education coordination, (2) program planning and development, (3) State plan review and policy decision making and (4) a capability for research.

The system will use seminars and workshops for both the State staff and local administrators of vocational education programs, to provide communication and involvement in the development and implementation of this State leadership system. These seminars may be developed by the State staff or through contracted services.

The staff of this project will consist of a part-time director working under contract with the Division of Vocational Education, and six doctoral candidates selected for internships from the doctoral program in adult and occupational education at Kansas State University. The doctoral candidates will serve on a rotating basis.

ADMINISTRATIVE PROBLEMS

This section presents a summary of administrative problems identified by the staff of the Division of Vocational Education and supplemented from the reports of the State Advisory Council. Not all of the problems are attributable to the 1968 Amendments. Some are State problems which must be solved at the State level. Regardless of the source, all of the problems have been included here to present a total appraisal of the administrative difficulties.

1. The major administrative problem of the Division of Vocational Education is the work load carried by the professional and secretarial staff. There has been essentially no increase in personnel in this Division since 1968 while the enrollments and number of programs have increased substantially. Staff members are hard pressed to service the on-going programs and little time is available for planning and developing new activities.

   In addition, the 1968 Amendments required specific procedures for selected categories of students and these procedures have increased the paper work required from staff members. This situation creates a sort of locked-in commitment to the existing programs; stifles the development of innovative ideas and reduces flexibility in the administrative process.

2. Corollary to the problem of insufficient staff is the reduced capability to adequately perform long-range planning and to gather, collate and disseminate needed information to both the staff of the Division and to local school personnel.

3. The timing of the Federal appropriations creates confusion in the planning of State and local agencies. For several years, the U. S. Office of Education has been unable to make firm commitments early enough for effective planning at the State level.

4. There is a critical need for planning, research and development services to provide basic data for decision making and to formulate recommendations for the solution of complex problems that require extensive study.

5. The regulations pertaining to the reimbursement of excess costs for disadvantaged and handicapped students are not clear and particularly so where these students are included in a regular vocational education program. Further guidelines and clarification is needed to permit State agencies and local districts to plan and implement services more effectively for these students.

RECOMMENDATIONS FOR CHANGES

1. It is recommended that when adequate, overall matching from State and local sources is maintained, the U. S. Office of Education be permitted to waive the 25% matching requirement for planning, research and development services and allow a State board of education to fully fund these services from Federal monies.

2. It is recommended that consideration be given to clarifying the regulations pertaining to the reimbursement of excess costs for disadvantaged and handicapped students particularly where these students are enrolled in regular vocational education programs and further, it is recommended that consideration be given to changes that would provide more flexibility in these regulations to facilitate administration at the State and local levels.

3. It is recommended that consideration be given to the transfer of institutional manpower programs to the jurisdiction of vocational education. The built-in relationship that inherently exists between the State administrative agency for vocational education and the institutions that offer occupational training will greatly facilitate the development and implementation of these programs.